

medical student without a clinical background. Furthermore, scattered throughout selected diagnosis sections are unexplained symptomatology and differential diagnoses which add to this confusion. While such considerations are helpful to the practicing physician, they only bewilder those who are struggling with the basics.

Perhaps even more distressing is the nature of the topics presented. While the title indicates the book to be a biochemistry text, many of the cases chosen are illustrative of the principles of cell biology and physiology. There is at best a tenuous connection with such topics as newborn hyaline membrane disease, cancer markers, antitrypsin deficiency, I-cell disease, and anaphylaxis. Moreover, many of the other cases relate to minor biochemical pathways, which are sparsely covered in most standard textbooks.

Nevertheless, there are merits to this work which warrant consideration. *Clinical Studies in Medical Biochemistry* contains many instructive illustrations and graphs which should prove useful in both teaching and learning. In addition, the book's case-study format is refreshing and stimulating, and it contrasts with the dryness of many other textbooks. Apart from possible problems with the medical language and presentation, students should find the cases useful in correlating their basic knowledge with a variety of clinical situations. While the volume is not recommended as the sole supplement to a standard biochemistry textbook, it has potential as a useful integrative text for much of the information learned during the first years in medical school.

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**STROKE: A GUIDE FOR PATIENT AND FAMILY.** By Janice Frye-Pierson and James F. Toole. New York, Raven Press, 1987. 211 pp. \$15.00. Paperbound.

*Stroke: A Guide for Patient and Family* is a practical source of information about the many issues facing stroke victims and their families. Written in a straightforward, understandable manner by a neurological nurse-clinician and a neurologist, this book introduces the patient and family to the physiological, emotional, and practical problems caused by stroke. The extensive section on rehabilitation contains contributions by a psychiatrist, ophthalmologist, physical therapist, speech pathologist, and rehabilitation nurse. Each of these specialists emphasizes the importance of the family's respecting and understanding the emotional as well as the physical needs of the recovering stroke patient.

In the first three chapters, the authors discuss the causes, risk factors, and anatomical changes associated with stroke. Easily understood diagrams and scenarios, using fictitious characters, allow easy comprehension of the technical material. Chapters 4, 5, and 6 present detailed information on specific tests used to examine, diagnose, and manage the stroke patient. Chapters 7 through 14, written by specialists in various fields, discuss emotional adjustment problems, motor skill problems, language and speech problems, spatial-perceptual deficits, bladder and bowel problems, and sexual problems; chapter 10, written by a paraplegic architect, discusses suggested home modifications. The final chapter is devoted to promising research being done on stroke prevention and treatment.

Fifty-two figures and three tables are included to illustrate and explain clearly the extensive information provided. Detailed illustrations show how to help dress, exercise, and generally aid the recovering stroke victim in performing everyday tasks. In

addition to a glossary, index, and bibliography, names and addresses of supplementary resources such as government agencies and support groups are provided.

A minor criticism is the overlap of material that occurs among chapters, but, given the book's intended audience, the repetition of information about the basic nature of strokes by different authors will probably aid in the general reader's understanding of this unfamiliar area. Overall, this volume is an excellent reference which offers specific, practical information for recovering stroke patients and their families.

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SOCIAL AND FUNCTIONAL APPROACHES TO LANGUAGE AND THOUGHT. Edited by Maya Hickmann. Orlando, FL, Academic Press, 1987. 328 pp. \$35.00.

Debate concerning the relationship between language and thought is hardly new. Writers from the fields of anthropology, linguistics, neurology, philosophy, and psychology have vigorously participated in this controversy. Important contributors to this debate include: Chomsky, Piaget, Vygotsky, Whorf, and Wittgenstein, to name a few. At the center of the debate is the relative autonomy or interdependence that exists between language and thought. This book, edited by Maya Hickmann with contributions from 13 other authors, takes a new look at the old debate.

The volume is divided into three sections, with a total of fifteen chapters. The first chapter orients the reader to the "social and functional approach" taken by the authors. Briefly stated, this approach holds that cognitive development and language acquisition occur in a social milieu that must be accounted for when studying the relationship of thought and language. The authors, most of whom are linguists, attempt to raise relevant questions about linguistic and cognitive development across the fields of psychology, linguistics, anthropology, and philosophy and to promote greater interchange between these disciplines.

The first section of the book presents a useful discussion of the major theories concerned with the relationship of language and thought; especially useful are the chapters that discuss the work of Vygotsky and Whorf. One potential drawback of this section is that its first chapter, by Michael Silverstein, could be difficult to read for those without a background in linguistics.

Section II, also primarily theoretical in nature, takes up the possible implications of the functional approach to language. It is generally accepted that the study of language consists of phonetics, semantics, syntactics, and pragmatics. Very briefly stated, phonetics deals with sound production, which is quite separate from the meaning applied to sound—the domain of semantics. Syntactics concerns the structure of language, and pragmatics considers the use of language in social contexts. Recently, there has been mounting interest in pragmatics, with many linguists claiming that it has been largely overlooked. The authors of this volume clearly embrace this latter view. They contend further that the successful use of language in social contexts is not merely an indicator of language development; rather, the functional demands of the environment play an essential role in language acquisition. Again, some readers may encounter difficulty in reading parts of this section. For example, chapter 7, which deals with the forms of reference in language (the devices used by speaker and listener